

**ABILITY IN SPEAKING ENGLISH AT THE SECOND YEAR
STUDENTS OF MAN RAMBAH
PASIR PENGARAIAN**



By

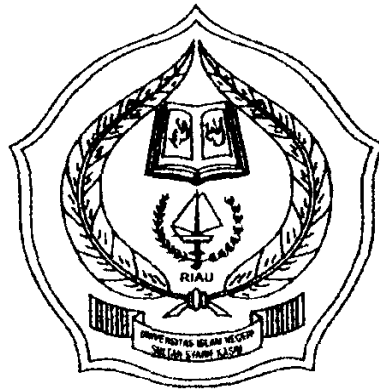
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1431 H / 2010 M**

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A thesis
Submitted in Partial Satisfaction of Requirement
for the Bachelor Degree in Education
(S.Pd.)



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ABSTRACT

Sanusi (2010): Students' Ability in Speaking English at the Second Year of MAN Rambah Pasir Pengaraian

In the globalization era, English is used for International language. All countries regard English as an important means of communication for international relationship. In elementary, Junior High School, and senior high school, English has been taught for several years.

The subject of this research is the second year students of MAN Rambah Pasir Pengaraian and the object is ability in speaking English. The total of populations are 97 students. So, the writer took 32 of students as sample or 30% from the total of populations.

Based on the research, the writer found that most of students' speaking ability was still less than enough. This problem caused some factors. For example the students seldom practice speaking English among them and with their teacher in side or out side of classroom, the students are afraid of making mistake if they speak English. So, the writer is interested in carrying out the research about this problem.

In collecting the data, writer used test and questioner. To analyze the data in order to get description of the students' score the writer used formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Based on the data analysis, the average of speaking ability of students at the second year of MAN Rambah Pasir Pengaraian is at less than enough because average level is 55 % which is located at the category less than enough (40-55 %).

ABSTRAK

SANUSI (2010): Kemampuan Dalam Berbicara Bahasa Inggris Siswa Kelas Dua MAN Rambah Pasir Pengaraian.

Dalam era globalisasi ini, bahasa Inggris digunakan sebagai bahasa internasional. Semua negara merasa bahasa Inggris merupakan hal yang penting dalam berkomunikasi untuk hubungan secara internasional. Bahasa Inggris sudah diajarkan mulai SD, SMP, dan SMA.

Subjek penelitian ini adalah siswa kelas dua MAN Rambah Pasir pengaraian dan objeknya adalah kemampuan berbicara dalam bahasa Inggris. Jumlah populasi penelitian ini adalah 97 siswa. Maka, peneliti mengambil 32 siswa sebagai sampel atau 30% dari jumlah total populasi.

Berdasarkan penelitian, penulis menemukan masih banyak kemampuan speaking siswa masih lemah. Hal ini disebabkan beberapa faktor. Sebagai contoh, siswa jarang mempraktekkan bahasa Inggris sesama mereka dan dengan guru baik dalam kelas maupun diluar kelas, siswa takut melakukan kesalahan jika mereka berbahasa Inggris.

Dalam mengumpulkan data, penulis menggunakan tes dan questioner. Untuk menganalisa data dalam mendapatkan gambaran nilai siswa penulis menggunakan rumus sebagai berikut:

$$P = \frac{F}{N} \times 100\%$$

Berdasarkan analisis data tersebut, nilai rata-rata kemampuan berbicara siswa kelas dua MAN Rambah Pasir Pengaraian adalah kurang dari cukup karena rata-rata nilai mereka adalah 55% yang terletak pada kategori kurang dari cukup (40%-55%).

ملخص

سنوسي (٢٠١٠): قدرة بالتكلم اللغة الإنجليزية لتلاميذ في الفصل الثاني من المدرسة العالية الحكومية رمباه فاسير فيغارايان.

في هذا الزمان, اللغة الإنجليزية لبست لغة عالمية. جميع البلد يشعرون اللغة العربية اهتماما في الإتصال. اللغة العربية درست من المدرسة الابتدائية, والمدرسة المتوسطة, والمدرسة العالية. موضوع هذا البحث تلاميذ الفصل الثاني من المدرسة العالية الحكومية رمباه فاسير فيغارايان و أهدافه استطاع التكلم باللغة الإنجليزية. عدد السكان في هذا الانتظار ٩٧ تلميذا. إذن, أخذ المنتظر ٣٢ تلميذا للعينة أو ٣٠ % من مجموع السكان. استنادا إلى البحث, وجد المبحث كثيرا من التلامذ ضعيفة في استطاع تكلم. سببتها بعض العوامل, منها التلاميذ نادر في ممارسة اللغة الإنجليزية مع غيرهم أو المعلم داخل الفصل أو خارج الفصل, خشي التلاميذ من الخطأ إذا يتكلمون باللغة الإنجليزية. في جمع البيانات, استخدم المبحث الاختبار والاستفتاء. لتحليل البيانات للحصول على وصف نتائج التلاميذ استخدم الباحث الرمز الآتي:

$$P = \frac{F}{N} \times 100\%$$

مستند إلى تحليل البيانات, نتيجة معادل قدرة التكلم التلاميذ في الفصل الثاني المدرسة العالية الحكومية رمباه فاسير فيغارايان أقل من كفاية لأن مستوى متوسط هو ٥٥ % حيث وقع في الفئة أقل من كفاية (٤٠ % - ٥٥ %).

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CHAPTER I

INTRODUCTION

A. The Background

Based on the curriculum of education level units, one of the purposes of speaking English learning at the Senior High School is the students are able to express their idea in English orally (Dep. Diknas 2003:16)

Human beings are social creatures. As social beings would not be separated from social interaction between each other, exchanging experiences, express and receive thoughts, express feelings to each other, or each other and agree to express a belief. To connect and unite the community members is needed communications. With communication, they will understand each other.

According to Tarigan (2006:1), the ability in communication consists of four skill, they are: listening, speaking, reading and writing skill. Speaking is one of the four communication skill that used by the people beside listening, reading and writing. With speaking, we can communicate directly.

Speaking is the ability to make use of word or language to express oneself in an ordinary voice (Rini, 2007:22). According to Tarigan (2006:3), Speaking is language acquisition that develops in life of child that proceeded by correct listening, and at the time speaking ability is learned. In short speaking is the ability to perform the linguistics knowledge in actual communication.

The basic purpose of speaking is to communicate. In order to communicate effectively in communicating his thoughts, then the speaker should understand the meaning of all things to convey to others and also must have a pass for Traffic in the delivery of a clear message by the speaker that would certainly make audience will accept it with a clear understanding of all that happened good communication between the two.

God communication is not making what we say good to listen but, how the message that expressed clear to listen by the listener (Betti, 2010:1). Furthermore, we judge some one can communicate in English is from his/her speaking. Hence, as an English teacher we must work hard to teach our students in speaking or communication. In addition, Christina (1976:58) states that our students need to practice in using the linguistics form for the social purpose of language.

Basically, the objectivities of speaking at Senior High School are as follows:

1. Students are able to ask and answer about every thing.
2. Students are able to make a short conversation.
3. Students are able to describe the thing, place sequence of event simply.
4. Students are able to express their feeling, ideas, thought, attitude, and sequence of event simply. (Dep. Diknas, 2003:16)

Based on statement above, the writer finds that the students' difficulties in speaking might be based on two factors. They are: Internal external factors. Internal factor, from the student itself such as: First, the

students are afraid of making mistakes because they lack of vocabulary. David (1991:118) Says: vocabulary is an important element in the acquisition of a second language. In addition, according to West (in David, 1991:118) these words would enable learners to express practically any idea they wanted to Form this statement we know that to get success in speaking we must master many vocabularies. Second, most students rarely use English in teaching and learning process. They also never use English outside of the classroom. Most of students still speak Indonesian. External factors such as: the teacher seldom speak English when she teach the students, the teacher seldom gives opportunity to the students to speak to express their ides such as make groups to discuss about a topic, speak in front of class to explain the last material and etc.

As we know, at the third year of Senior High School, English has been taught at least they have been learning English four years. At MAN Rambah Pasir Pengaraian, English subject have been though to the students from the first year up to the third year. The students have been though two times in a week. In this case, the students have to study in the class based on the curriculum and out side class as an extrcurricular from MAN Rambah Pasir Pengaraian as follows:

1. Opening, opening of the lesson generally occupied in 5 minutes. In this time the teacher tried to focus on the students' attention. The teacher came to the class, greeted and asked the student's condition

2. Presentation, the presentation took 20 minutes. The teacher introduced the topic
3. Practice, the teacher gave 45 minutes to practice and activate the dialogue
4. Evaluation, the teacher took 15 minutes to comment or made evaluation.
The teacher gave correction and comment to students' performance and pronunciation
5. Closing, the teacher took 5 minutes to close the meeting. The teacher gave conclusion about the material

Out side class the students follow the extracurricular, it called language programe. This programe conducted one time in a week that should be followed by the students based on the schedul from the English teacher.

Based on temporary observation, the writer founds that there were many students who still have difficulty in communicating English well. This case can be seen from the symptoms as follows:

1. Some students are not able to express their ideas in English.
2. Some students do not want to participate to say their opinions in English discussion primarily in speaking fluently.
3. Communication is not active among students and between students and teacher.
4. Some students do not follow the tense when there are speaking English.
5. Some students always make mistake in grammar while speaking English.

Even though the students' have been though and trained to speak English, in fact students' ability in speaking English is still very far from the aim of curriculum. Thus, the writer is interested to conduct a research entitled: *Students' Ability in Speaking English at the Second Year of MAN Rambah Pasir Pengaraian.*

B. The Reason of Choosing the Title

The writer is interested in this study because of some reason as follows:

1. Speaking is the most important goal in language learning especially English language.
2. As far as writer knows, the title has not been investigated by any research yet.
3. The research problems are interesting to be investigated by the writer.

C. The Definition of the Term

In order to avoid the readers' misunderstanding in reading this research, the definitions of the term are given as follows:

a. Ability

According to Chalpin (1997: 34) Ability (skill, dexterity, and talent) is the energy (power, strength) to perform the act. In addition, Ability can be innate ability or the result of training or practice (Robbins, 2000: 46). From the statement above, ability is the skill to do or use something that realized by action.

b. Speaking

Speaking is the ability to make use of word or language to express oneself in an ordinary voice (Rini, 2007:22). In short, Speaking is the ability to say the articulation of sounds or words to express the idea to the listener. From the definition above, speaking is produce the word orally to convey the massege to the listener.

D. The Problem

1. The Identification of the Problem

Based on the background of the problem and the symptom above, there were some problems that could be identified in this study:

1. Why are students not able to express their ideas in English?
2. Why do students not want to participate to say their opinions in English discussion primarily in speaking fluently?
3. Why do students not practice their English among them?
4. Why do some students not follow the tense when they are speaking English?
5. Why do some students always make mistake in grammar while speaking English?

2. The Limitation of the Problem

Students' ability in speaking can be studied from four aspects: pronunciation, Vocabulary, Grammar, Fluency, and comprehension. This

research is limited on the students' ability in speaking English from the aspects above.

3. The Formulation of the Problems

1. How is the students' ability in speaking English at the second year of MAN Rambah Pasir Pengaraian?
2. What factors influence students' ability in speaking English at the second year of MAN Rambah Pasir Pengaraian?

E. The Objectives and Significant of the Research

1. Objectives of Study
 - a. To know the students' ability in speaking English at the second year of MAN Rambah Pasir Pengaraian?
 - b. To find out factor influences students' ability in speaking English at the second year of MAN Rambah Pasir Pengaraian?
2. Significant of Study
 - a. To know information about students' ability in speaking English at the second year of MAN Rambah Pasir Pengaraian.
 - b. To give contribution for the students to improve their speaking ability.
 - c. To give crucial information to the teacher at MAN Rambah Pasir Pengaraian in order to support the educational quality.
 - d. To give precious contribution educational particularly in teaching learning process.

CHAPTER II

THEORETICAL FRAMEWORK

A. The Literature Review

Theoretical framework is a basic thinking to investigate a problem that is used to get the correctness in the research.

1. Definition of Ability

According to Chalpin (1997: 34) Ability (skill, dexterity, and talent) is the energy (power, strength) to perform the act. Ability can be innate ability or the result of training or practice (Robbins, 2000: 46).

From the definition above can be concluded that the ability is a skill or potential skill mastered something that is innate or is result of training or practice and is used to do something realized through action.

2. Definition of Speaking

Speaking is as the capability to use a language. In addition, speaking skill is a process skill. It do not come directly, it means if we want to master it, we have to have more practice. Chastian (in Anuar, 2008: 8) says, speaking is productive skill since it is produce ideas, massage or suggestion, as a language learning to speak, need practice. In the other hand, speaking produces the words or uses words in order to utter the words to make conversation. It means that speak in order to make the listener understand.

The definition above describes that speaking is a skill needed in learning a language. This is because by speaking people can convey the messages, suggestion, or important information to the listener.

3. Speaking as a Language Skill

According to David (1991:39), mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in term of the ability to carry out a conversation in the language. Speaking is one of four language skill beside listening, reading, and writing. Where, those four language can not be separated each others. Linguish says “speaking is language”. Speaking is language skill that develops in childhood life that started with listening skill and at the time speaking skill is learned. (Tarigan, 2008:3). Speaking is direct communication activity with the listener. In the other hand, speaking is face to face communication. Brooks (in Tarigan, 2008:4) says “speaking and listening are direct communication: two directions and face to face communication.

4. Ability of Speaking

Speaking is total to express idea, opinion, concept, and emotion as the English native speaker does. It is also a media to get an expend knowledge, technology, culture, and art. English is as a subject at Senior High School that has to be applied as a teaching matter and as a media to improve the students’ personality in filed of knowledge, technology,

culture, and art. Its teaching focuses on four aspects that are well known as four language skills. They are listening, speaking, reading, and writing.

Speaking is one of the four skill that should be master the students in language learning. Speaking ability is very important for communication. English speaking ability is an ability of someone to speak, to communicate, to express idea and feeling in English as foreign language.

According to Rini (2007:22), Speaking is making use words in an ordinary voice, uttering words, knowing and being able to use language; expressing oneself in words; making speech. While skill is the ability to do something well. Above theories emphasize that speaking is an effort to use language freely, being able to speak which puts more emphasis on interaction, communication and understanding each other. According to Hornby (in Rini, 2007:22), the functions of speaking ability is to express our ideas, feeling, thoughts, and need orally.

Based on definition above, speaking includes some components which should be mastered: structural accuracy, vocabulary, pronunciation, fluency, and comprehension for oral communication.

5. Components of Speaking

There are many components is speaking. According to Harris (in Anuar, 2007:9), there are five components in speaking ability. They are:

1. Pronunciation
2. Grammar

3. Vocabulary
4. Fluency
5. Comprehension.

a. *Pronunciation*

Pronunciation is the way of certain sound or sounds are produced (Richards, 1992:296). In addition, Pronunciation is a way in which a language is spoken Oxford (2008:352).

From the definition above, we can conclude that pronunciation is the way of student or person who speaks or utters a word in English sound that is pronounced. Such as vowel, consonant, stress, intonation, and pattern.

Pronunciation is one of components that should be learned by the students in English language learning. Good pronunciation will make the people understand what we said.

Most of Indonesian people face difficulties in pronouncing English word. It causes that pronouncing vowels, consonants, diphthongs, and cluster sounds are far different from pronouncing Indonesian sounds. Therefore, as a teacher of English, we should teach our students to acquire good pronunciation.

b. *Grammar*

Grammar is rule for forming word and making sentences Oxford, (2008: 192). Grammar is very important in English learning especially in writing and speaking. According to Richard (1992:161),

grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language.

Grammar in this study covers the appropriateness of using words correctly in sentences orally. The writer concludes that grammar is the way of language works through words in speaking or writing, so a language will be understood clearly.

The good grammar in sentences will make easier to be understood, and the otherwise, bad grammar in sentences will make difficult to be understood. In addition, the mistakes in grammar, and in uttering of the sentences are able to make misunderstanding for the listener.

c. Vocabulary

Vocabulary is list of word with their meaning especially in a book foreign language (Oxford, 2008:495). Vocabulary is very important in language learning to develop communicative approaches.

Why are vocabularies important in language learning? Because, each sentence that we utter based on the word that we master. The most we master vocabulary the more easily to express our idea.

Vocabulary in this study covers the selection and the use of varied words used by students. According to John (1978:44), as a teacher English we should choose the vocabulary that relevant to our students. From the definitions above, the writer concludes that

vocabulary is a total number of words which has meaning in a particular language which is necessary for students to use in speaking and writing.

d. Fluency

Fluency is able to speak language easily and well (Oxford, 2008:170). On the other hand, fluency in speaking is a person or people who able to speak or express their idea easily and well. Richard (1992: 141-142) defines in second and foreign language teaching, fluency describes a level of proficiency in communication, which includes:

- a. The ability to produce written and/or spoken language with ease.
- b. The ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar
- c. The ability to communicate ideas effectively
- d. The ability to produce continuous speech with causing comprehension difficulties or breakdown of communication.

Fluency as a part of speaking indicates how well or how smooth a speaker expresses his ideas in terms of sentences.

Fluency will be identified by limited pause of utterance. Speaker with imperfect fluency will stop and start to talk in uttering the sentences. Referring to the typical speaking, the more pauses subject performs a public speaking the more indicates that he has poor fluency in uttering sentences in terms of explaining the information

within. In this regard, when student performs public speaking, he might think for a while to find the other words to continue the whole explanation to get the information clear.

The writer concludes that fluency in speaking is the ability of speaker in expressing or uttering ideas in terms of sentences with limited pause of utterance.

e. Comprehension

Based on Oxford university (2008:86), Comprehension is ability to understand something. Comprehension is the power of understanding an exercise aimed at improving or testing ones understanding of a language in written or spoken Hornby (in Syakir 2009). Moreover, it defines as the ability to understand completely and be aware of understanding whatever said by speaker or toward the topics that are discussed during having conversation.

Comprehension is one of components that should be paid attention to increase students' ability in speaking in order to speak better. There are pronunciation, grammar, vocabulary and fluency.

Basically, there is a number of different ways of getting students to speak, ranging from asking students a set of questions to request them to give a detailed presentation. This way aims to get the students to speak in order to improve his or her comprehension.

From the explanation above, the writer concluded that comprehension is the students' ability to understand a task given by a

teacher. Comprehension is how the students respond correctly and appropriately toward the task given.

6. Purpose of Speaking

The purposes of speaking based on curriculum 1994 are as follows: First, the students are able to conduct conversation about many things. Second, the students are able to describe things, people, places and sequence of events orally. Third, the students are able to express ideas, opinions, and feelings simply. The last, the students are able to tell about planning simply.

Based on the purpose above, the writer concludes that the purpose of speaking is the students are competent to communicative in the target language. According to Christina (1976:56), communicative competence is not only the linguistic form of a language but also knowledge of when, how, and to whom it is appropriate to use these form.

Dep. Diknas (2004:13) states by having the language abilities the students are expected:

1. Students are able to ask and answer about every thing.
2. Students are able to make a short conversation.
3. Students are able to describe the thing, place sequence of event simply.
4. Students are able to express their feeling, ideas, thought, attitude, and sequence of event simply. (Dep. Diknas, 2003:16)

The aim of speaking is to make students able to communicate to others; learners are expected to be able to produce the language what they learn.

7. Evaluation Speaking Skill

In evaluation of speaking skill of some one, there are some aspects should be considerate. According to Tarigan (2008:28), there are five factors, they are:

1. Sounds (vocal and consonant) are said correctly
2. Intonation and syllable pressure satisfies
3. The accuracy of speech describes the speaker understands the language that used
4. Words that are said in the form and sequence correct
5. The speaker submits his message fluency

Based on the components of speaking, the writer measure the students' speaking ability base on five aspects of speaking ability. They are: Pronunciation, grammar, vocabulary, fluency and comprehension.

8. Factors Influencing Students' Speaking Ability

Actually, there are many factors that influence the students' ability in speaking. According to Muhibbin in (Aminah, 2008:14) says that the influence factors in learning speaking as follows:

1. Internal Factors

Internal factors is the factors come from the students themselves that consist of physiological aspect such as intelligence, interest, and motivation.

a. Intelligence

According to Hornby in (Aminah, 2008: 15) intelligence is the ability to something well. It means intelligence have dominant factors to the students in expressing their ideas because intelligence will have students to find good ideas.

b. Interest

According to Slameto in (Aminah, 2008:15) interest is persisting tendency to pay attention and enjoy some activity or content. It means interest is tendency or pay attention to an object and enjoy to do the object.

c. Motivation

According to brown in (Aminah, 2008:15) motivation is the extend to which choices about the goals to pursue and the effort you will devote to that pursuit. From the definition above, can be said motivation comes from the speaker himself.

2. External Factors

External factors is the factors that com from the out side or environment. It can come from teacher, parent, and others.

a. Teacher

A teacher is dominant factor in teaching and learning process because the teacher is person who transfer knowledge to the students. According to Sopidiana (2008:22) in reaching the aims of educational institution, a teacher is demanded to be professional

because if the teacher professional of course he can teach as good as possible. So that, it is important for teacher to provide foreign language students with giving opportunities to practice their speaking.

b. Parent

According to Sopidiana (2008:23) Parent can motivate their children to study and practice the speaking at home and give attention in learning. In this case, speaking ability will increase if the parents are able to motivate their children in learning speaking.

B. The Relevant Research

The research can be accepted, and be continued because it is relevant with several researchers that have been conducted before. However, the research has the same object but it has different problem. It can be seen from the several previous thesis bellows:

1. Fitri Herlinda (2006) the title is “the correlation between students’ anxiety in speaking and their speaking ability at the second year students of English Education Department of Tarbiyah Faculty and Teacher Training of State Islamic University Suska Riau”. Based on her research, said that there was a significant correlation between students’ anxiety in speaking and their speaking ability if they can-not handle their anxiety and master the component of speaking ability.

Based on the titles above, the writer can conclude that they are not the same as the writers' title, namely "Students Ability in Speaking English at the Second Year of MAN Rambah Pasir Pengaraian"

C. The Operational Concept

Operational concept is the main element to avoid misinterpreting and misunderstanding in a scientific study.

From the evaluation speaking skill above, the writer evaluate the students at the second years of MAN Rambah Pasir Pengaraian have good ability speaking as follows:

1. The students are able to speak grammatically correct.
2. Students are able to speak English Fluently.
3. Students are able to produces words correctly.
4. Students are able to master many vocabularies about the topic.
5. Students are able to express their idea, opinion, and feeling spontaneously or without pauses and hesitation in English.

To know the factors influencing students' ability in speaking English, the writer uses questioner that related to internal and external factors that have been explained above. The questioner can be seen in appendix B.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. The Location and the Time of the Research

The research was conducted at MAN Rambah Pasir Pengarayan Rokan Hulu. This research was conducted from November until December 2009.

B. The Subject and the Object of the Study

The subject of this research was the second year students of MAN Rambah Pasir Pengaraian. The subject of this research was speaking ability at the f the students second year of MAN Rambah Pasir Pengaraian Rokan Hulu.

C. The Population and the Sample of the Study

The population of this research was the second year of students at MAN Rambah Pasir Pengaraian. The students consisted of three classes: XI. 1 consisted of 26 students, XI.2 consists of 34 students and XI.3 consisted of 37 students. So, the numbers of total population were 97 students. According to Zuriah (2005:140), one of the ways to take sample is systematic sampling, it is each individual in population are selected to be sample. In selecting the sample, each three students the writer chose 1 student. From the 97 of students, it was taken 32 students or 30% from the population. The specification of the population can be seen on the table below:

TABLE III. 1
POPULATION AND ASMPLE AT THE SECONDYEAR STUDENTS OF
MAN RAMBAH PASIR PENGARAYAN

No	Class	Population	Sample 30%
1	XI.1	26	9
2	XI.2	34	11
3	XI.3	37	12
Total of Sample			32

D. The Research Designed

This research is descriptive research and the study consists of one variable. It is ability in speaking English at the second year students of MAN Rambah Pasir Pengaraian.

E. The Instruments of Data Collection

The primary goal of this research is focused on speaking ability based on five aspects. They are: pronunciation, grammar, vocabulary, fluency and comprehension. In order to get some data that are needed to support this research, the writer applied the techniques as follows:

1. Test

This technique is used to get students' speaking ability based on five aspects: Pronunciation, grammar, vocabulary, fluency, and comprehension, writer used an oral test, the writer asked the students to speak about a topic in front of class.

2. Questionnaire:

The questionnaire was used to look for the factors that effect students' speaking ability the writer has proved the second year students of MAN Rambah Pasir Pengaraian.

The questionnaire described some problem as hindrance progress or ability in speaking English. The questioner dealt with responds opinion in responding to the following opinion:

- Always
- Seldom
- Never

The questioners have been distributed, it consisted of 10 questions, and all of them have been collected.

F. The Data Analysis Technique

To analyze the data collected, the writer used Arikunto (1996:242) Formula. It was used to know the students' scores needed to decide the classification each student on their ability.

$$P = \frac{F}{N} \times 100 \%$$

P= Percentage

F= Frequency

N= Total score (Sudijono 2006 in Titis 2009)

To know the percentage of the students' classification in five aspects in speaking ability, it was classified according to the score they got for those tests. Then, their ability was classified in five levels. The level of the ability is as follows:

1. 76-100 : Good
2. 56-75 : Enough
3. 40-55 : Less than enough
4. Less than 40% : Bad (Arikunto, 1996, in Titis, 2009:27)

Explanation:

- If the score of a students is in the range from 76 – 100, his ability is considered good.
- If the score of students is in the range from 56 – 75, his ability is considered enough.
- If the score of students is in the range 40 – 55, his ability is considered less than enough
- If the score of students is in the range less than 40, his ability is considered bad.

To analyze the students' speaking ability in five aspects, the writer use Harris theory in (Sopidiana, 2008:51-52)

Pronunciation:

1. The students get score 4, if the pronunciation always intelligible trough one is conscious of definite accent,

2. The students get score 3, it means students' pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding,
3. The students get score 2, if pronunciation very hard to understand because pronunciation problem must frequently be ask to repeat.
4. The students will get core 1, if pronunciation problems so severe as to make speech virtually unintelligible

Grammar:

1. The student get score 4, it means occasionally make grammatical and word order error, which do not, however obscure meaning.
2. The students get score 3, if students make fragment error of grammar and word order which occasionally obscure meaning.
3. The students get score 2, if grammar and word order error make conversation difficult and Must often rephrase sentences and restrict himself to basic patterns.
4. The students get score 1, students make error in grammar and word order so severe as to make speech virtually unintelligible.

Vocabulary:

1. The students get score 4, if students use vocabulary and virtually treat of native speaker.
2. The students get score 3, students sometimes uses inappropriate term and rephrase ideas because of lexical inadequacies.

3. The students get score 2, if frequently use the wrong words and lack of vocabulary make comprehension quite different
4. The students will get score 1, if vocabulary limitation so extreme as to make conversation virtually impossible

Fluency:

1. The students get score 4, if students speed of speech seems to be slightly affected by language problems.
2. The students get score 3, if students speech and fluency are rather strongly affected by language problems.
3. The students get score 2, usually hesitant often forced in to silence by language limitations.
4. The students get score 1, if students' speech is so halting and fragmentary as to make conversation virtually impossible.

Comprehension:

1. If listener did not understand what they were saying unless a very simple and common misunderstandings.
2. If listener sometimes understood and sometimes did not understand their words and common misunderstanding.
3. If listeners understood what they were saying, and sometimes there were misunderstandings.
4. If listener fully understood what he said, and there was no misunderstanding.

In measuring the students' ability in speaking, the writer assisted by the English teacher. To get prove or evident the writer uses tape recorder to record the students.

To get the total of the result of students' speaking ability the writer used the formula from Arikunto (1996:242) as follows:

$$P = \frac{F}{N} \times 100 \%$$

P= Percentage

F= Frequency

N= Total score (Sudijono 2006 in Titis 2009)

CHAPTER IV

THE DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

1. The Data From The Test

Students' ability in speaking English at the second year of MAN Rambah Pasir Pengaraian in five aspects of speaking skill ; pronunciation, vocabulary, grammar, fluency, and comprehension based on the test can be seen from the tables bellow:

TABLE IV.1
STUDENTS' SCORE OF PRONOUNCATION

No	Interval	Frekuensi	Persentase (%)
1.	80-84	0	0%
2.	75-79	0	0%
3.	70-74	2	6,25%
4.	65-69	3	9,375%
5.	60-64	3	9,375%
6.	55-59	11	34,375%
7.	50-54	7	21,875%
8.	45-49	4	12,5%
9.	40-44	2	6,25
Jumlah		32	100%

From the table above, we know the students' speaking ability in pronunciation aspect that the students got score 80-84 consist of 0 student (0%), students got score 75-79 consist of 0 student (0%), students got score 70-74 consist of 2 students (6.25%), students got score 65-69 consist of 3 students (9.37%), students got score 60-64 consist of 3 students (9.37%), students got score 55-59 consist of 11 students (34.37%), students got score 50-54 consist of 7 students (21.87%), students got score

45-49 consist of 4 students (12.5%), students got score 40-44 consist of 2 students (6.25%),

TABLE IV.2
STUDENTS' SCORE OF GRAMMAR

No	Interval	Frekuensi	Persentase (%)
1.	80-84	0	0%
2.	75-79	1	3,125%
3.	70-74	2	6,25%
4.	65-69	6	18,75%
5.	60-64	3	9,375%
6.	55-59	7	21,875%
7.	50-54	6	18,75%
8.	45-49	4	12,5%
9.	40-44	3	9,375%
Jumlah		32	100%

From the table above, we know the students' speaking ability in grammar aspect that the students got score 80-84 consist of 0 student (0%), students got score 75-79 consist of 1 student (3.125%), students got score 70-74 consist of 2 students (6.25%), students got score 65-69 consist of 6 students (18.75%), students got score 60-64 consist of 3 students (9.37%), students got score 55-59 consist of 7 students (21.87%), students got score 50-54 consist of 6 students (18.75%), students got score 45-49 consist of 4 students (12.5%), students got score 40-44 consist of 3 students (9.37%),

TABLE IV.3
STUDENTS' SCORE OF VOCABULARY

No	Interval	Frekuensi	Persentase (%)
1.	80-84	1	3,125%
2.	75-79	0	0%
3.	70-74	0	0%
4.	65-69	5	15,625%
5.	60-64	7	21,875%
6.	55-59	8	25%
7.	50-54	3	9,375%
8.	45-49	3	9,375%
9.	40-44	5	15,625%
Jumlah		32	100%

From the table above, we know the students' speaking ability in vocabulary aspect that the students got score 80-84 consist of 1 student (3.125%), students got score 75-79 consist of 0 student (0%), students got score 70-74 consist of 0 student (0%), students got score 65-69 consist of 5 students (9.37%), students got score 60-64 consist of 7 students (21.87%), students got score 55-59 consist of 8 students (25%), students got score 50-54 consist of 3 students (9.37%), students got score 45-49 consist of 3 student (9.37%), students got score 40-44 consist of 5 students (15.625%),

TABLE IV. 4
STUDENTS' SCORE OF FLUENCY

No	Interval	Frekuensi	Persentase (%)
10.	80-84	0	0%
11.	75-79	1	3,125%
12.	70-74	1	3,125%
13.	65-69	4	12,5%
14.	60-64	6	18,75%
15.	55-59	8	25%
16.	50-54	7	21,875%
17.	45-49	4	12,5%
18.	40-44	1	3,125%
Jumlah		32	100%

From the table above, we know the students' speaking ability in fluency aspect that the students got score 80-84 consist of 0 student (0%), students got score 75-79 consist of 1 student (3,125%), students got score 70-74 consist of 1 student (3,125%), students got score 65-69 consist of 4 students (12.5%), students got score 60-64 consist of 6 students (18,75%), students got score 55-59 consist of 8 students (25%), students got score 50-54 consist of 7 students (21.87%), students got score 45-49 consist of 4 students (12.5%), students got score 40-44 consist of 1 student (3,125%),

TABLE IV.5
STUDENTS' SCORE OF COMPREHENSION

No	Interval	Frekuensi	Persentase (%)
19.	80-84	0	0%
20.	75-79	1	3,125%
21.	70-74	1	3,125%
22.	65-69	5	15,625%
23.	60-64	6	18,75%
24.	55-59	6	18,75%
25.	50-54	5	15,625%
26.	45-49	8	25%
27.	40-44	0	0%
Jumlah		32	100%

From the table above, we know the students' speaking ability in comprehension aspect that the students got score 80-84 consist of 0 student (0%), students got score 75-79 consist of 1 student (3,125%), students got score 70-74 consist of 1 student (3,125%), students got score 65-69 consist of 5 students (15,625%), students got score 60-64 consist of 6 students (18,75%), students got score 55-59 consist of 6 students (15,625%), students got score 50-54 consist of 5 students (15,625%),

students got score 45-49 consist of 8 students (25%), students got score 40-44 consist of 0 student (0%),

TABLE IV. 6
STUDENTS' SCORE OF FIVE ASPECTS: PRONOUNCATION,
VOCABULARY, GRAMMAR FLUENCY AND COMPREHENSION

No	Interval	Frekuensi					Total	Average
		A	B	C	D	E		
1.	80-84	0	0	1	0	0	1	0.625%
2.	75-79	0	1	0	1	1	3	1.785%
3.	70-74	2	2	0	1	1	6	3.75%
4.	65-69	3	6	5	4	5	23	14.375%
5.	60-64	3	3	7	6	6	25	15.625%
6.	55-59	11	7	8	8	6	40	25%
7.	50-54	7	6	3	7	5	28	17.5%
8.	45-49	4	4	3	4	8	23	14.375%
9.	40-44	2	3	5	1	0	11	6.875
	Jumlah	32	32	32	32	32	160	100%

From the table above, we know the students' speaking ability in five aspects that the students got score 80-84 consist of 1 student 0.625%), students got score 75-79 consist of 3 students (1.785%), students got score 70-74 consist of 6 students (3,75%), students got score 65-69 consist of 23 students (14.375%), students got score 60-64 consist of 25 students (15.625%), students got score 55-59 consist of 40 students (25%), students got score 50-54 consist of 28 students (17.5%), students got score 45-49 consist of 23 students (14.375%), students got score 40-44 consist of 11 students (6.875).

2. The Data From The Questioner

The factors that influence students' ability in speaking English can be seen from the tables bellow:

TABLE IV. 7
THE STUDENTS' ANSWER WHEN THEY ARE ASKED "DO YOU UNDERSTAND THE MATERIAL THAT PRESENTED BY YOUR TEACHER"

Item	Alternative answer	Frequency	Percentage
A	Always	25	78.13 %
B	Seldom	7	21.88 %
C	Never	0	0 %
Total		32	100%

From the table can be concluded that many students always understood the material that presented by their teacher. This can be seen from respondents' answers that the students always understood the material that presented by their teacher (78, 15 %), the students seldom understood the material that presented by their teacher (21, 88 %), and the students never understood the material that presented by their teacher (0 %).

TABLE IV.8
THE STUDENTS' ANSWER WHEN THEY ARE ASKED "DO YOU ANSWER IN ENGLISH WHEN YOU ASKED IN ENGLISH"

Item	Alternative answer	Frequency	Percentage
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A	Always	9	28.13 %
B	Seldom	16	50 %
C	Never	7	21.88 %
Total		32	100%

From the table can be concluded that many students seldom answer in English when they asked in English. This can be seen from respondents' answers that the students seldom answer in English when they asked in English (50 %), the students always answer in English when they asked in English (28.13 %), and the students never answer in English when they asked in English (21.88 %).

TABLE IV. 9
THE STUDENTS' ANSWER WHEN THEY ARE ASKED
“DO YOU PRACTICE SPEAKING ENGLISH WITH YOUR
TEACHER AND CLASSMATE IN THE CLASSROOM”

Item	Alternative answer	Frequency	Percentage
A	Always	3	9.38 %
B	Seldom	15	46.88 %
C	Never	14	43.75 %
Total		32	100%

From the table can be concluded that many students seldom practice speaking English with their teacher and classmate in the classroom. This can be seen from respondents' answers that the students seldom practice speaking English with their teacher and classmate in the classroom (46, 88 %), the students always practice speaking English with their teacher and classmate in the classroom (9.38 %), and the students

never practice speaking English with their teacher and classmate in the classroom (43.75 %).

TABLE IV. 10
THE STUDENTS' ANSWER WHEN THEY ARE ASKED "DO YOU ASK
TO YOUR TEACHER WHEN YOU HAVE DIFFICULTNESS IN
SPEAKING LEARNING ESPECIALLY WHEN YOU DO NOT
KNOW WHAT YOUR TEACHER SAID"

Item	Alternative answer	Frequency	Percentage
A	Always	2	6.25 %
B	Seldom	14	43.75 %
C	Never	16	50 %
Total		32	100%

From the table can be concluded that many students never ask to their teacher when they have difficultness in speaking learning especially when they didn't know what their teacher said. This can be seen from respondents' answers that the students never ask their teacher (50 %), the students seldom answer ask their teacher (28.13 %), and the students always answer ask their teacher (6, 25 %).

TABLE IV. 11
THE STUDENTS' ANSWER WHEN THEY ARE ASKED "DO
YOU ALLOCATE YOUR TIME TO LEARN OUT SIDE CLASS"

Item	Alternative answer	Frequency	Percentage
A	Always	12	37.5 %
B	Seldom	14	43.75 %
C	Never	6	18.75 %
Total		32	100%

From the table can be concluded that many students seldom allocate their time to learn out side class. This can be seen from respondents' answers that the students seldom allocate their time to learn out side class (43.75 %), the students always allocate their time to learn out side class (37,5 %), and the students never allocate their time to learn out side class (18.75 %).

TABLE IV. 12
THE STUDENTS' ANSWER WHEN THEY ARE ASKED "DO YOU ADD
YOUR VOCABULARY EVERY DAY"

Item	Alternative answer	Frequency	Percentage
A	Always	3	9.38 %
B	Seldom	21	65.62 %
C	Never	8	25 %
Total		32	100%

From the table can be concluded that many students seldom add their vocabulary every day. This can be seen from students' answers that they seldom add their vocabulary every day (65.62 %), the students always add their vocabulary every day (9.38 %), and the students never add their vocabulary every day (25 %).

TABLE IV. 13
THE STUDENTS' ANSWER WHEN THEY ARE ASKED

“DOES YOUR TEACHER SPEAK ENGLISH IN THE CLASSROOM”

Item	Alternative answer	Frequency	Percentage
A	Always	32	100 %
B	Seldom	0	0 %
C	Never	0	0 %
Total		32	100%

From the table can be concluded that their teacher always speak English in teaching. This can be seen from respondents’ answers that their teacher always speak English (100 %), their teacher seldom speak English (0 %), and their teacher never speak English (0 %).

TABLE IV. 14

**THE STUDENTS’ ANSWER WHEN THEY ARE ASKED
“DOES YOUR TEACHER MAKES CONVERSATION PRACTICE IN
THE CLASSROOM”**

Item	Alternative answer	Frequency	Percentage
A	Always	32	100%
B	Seldom	0	0 %
C	Never	0	0 %
Total		32	100%

From the table can be concluded that their teacher always makes conversation practice in the classroom. This can be seen from students’ answers that their teacher always makes conversation practice in the classroom (100%), their teacher seldom makes conversation practice in the classroom (0 %), and their teacher never makes conversation practice in the classroom (0 %).

TABLE IV. 15

**THE STUDENTS' ANSWER WHEN THEY ARE ASKED
“DO YOUR PARENT GIVE YOU THE CHANCE TO LEARN ENGLISH
OUT SIDE CLASS”**

Item	Alternative answer	Frequency	Percentage
A	Always	7	21.88 %
B	Seldom	20	62.50 %
C	Never	5	15.63 %
Total		32	100%

From the table can be concluded that many parent seldom give for students the chance to learn English out side class. This can be seen from respondents' answers that their parent seldom give for students the chance to learn English out side class (62.50 %), their parent seldom give them the chance to learn English out side class (21.88 %), and their parent never give them the chance to learn English out side class (15.63 %).

TABLE IV. 16
**THE STUDENTS' ANSWER WHEN THEY ARE ASKED
“DO YOUR PARENT ASK ABOUT YOUR ENGLISH SUBJECT”**

Item	Alternative answer	Frequency	Percentage
A	Always	6	18.75 %
B	Seldom	10	31.25 %
C	Never	16	50 %
Total		32	100 %

From the table can be concluded that many parent never ask about their children's English subject. This can be seen from respondents' answers that their parent never asks about their English subject (50 %),

their parent seldom asks about their English subject (31.25 %), and their parent always asks about their English subject (18.75 %).

B. The Data Analysis

1. The students' ability in speaking English

The data of scores was tabulated in the oral test score of five aspects of speaking: pronunciation, vocabulary, grammar, fluency and comprehension, where analyzed in separate section. The total as a whole was calculated. In this chapter, the writer would like to analyzed data obtained from the testing. They are as follows:

TABLE IV. 17
THE ANALYSIS ON STUDENTS' PRONOUNCATION

No	Classification		Frequency	Percentage
	Range %	Mastery Level		
1	76-100	Good	0	0.00 %
2	56-75	Enough	8	25.00 %
3	40-55	Less than enough	24	75.00 %
4	lass than 40	Bad	0	0.00%
Total			32	100 %

The table above shows that 0 % of student was classified good in pronunciation aspect of speaking ability. 25.00 % of students were classified enough in pronunciation aspect of speaking ability. 75.00 % of students were classified less than enough in pronunciation aspect of speaking ability. 0, 00% of students were classified bed in pronunciation aspect of speaking ability.

It means, 75.00 % got the higher percentage in aspect pronunciation of speaking ability. The table indicates most of students have less than enough ability for pronunciation.

The average score of students' speaking ability in aspect pronunciation is:

$$MX = \frac{1730}{32}$$

$$MX = 54.06$$

The average percentage of this element is 54.06. Because the average is between 40-55, it means that less than enough category.

TABLE IV. 18
THE ANALYSIS ON STUDENTS' GRAMMAR

No	Classification		Frequency	Percentage
	Range %	Mastery Level		
1	76-100	Good	1	3.13 %
2	56-75	Enough	12	37.50 %
3	40-55	Less than enough	19	59.38 %
4	less than 40	Bad	0	0.00 %
Total			32	100 %

The table above shows that 3.13 % of students were classified good in grammar aspect of speaking ability. 37.50 % of students were classified enough in grammar aspect of speaking ability. 59.38 % of students were classified less than enough in grammar aspect of speaking ability. 0, 00% of student was classified bad in grammar aspect of speaking ability.

It means, 59.38 % got the higher percentage in aspect grammar of speaking ability. The table indicates most of students have enough ability for grammar.

The average score of students' speaking ability in aspect grammar is:

$$MX = \frac{1750}{32}$$

$$MX = 54.69$$

The average percentage of this element is 54.69%. Because the average is between 40-55, it's mean that enough category.

TABLE IV. 19
THE ANALYSIS ON STUDENTS' VOCABULARY

No	Classification		Frequency	Percentage
	Range %	Mastery Level		
1	76-100	Good	0	0.00 %
2	56-75	Enough	12	37.50 %
3	40-55	Less than enough	20	62.50 %
4	less than 40	Bad	0	0.00 %
Total			32	100 %

The table above shows that 0 % of student was classified good in vocabulary aspect of speaking ability. 37.50 % of students were classified enough in vocabulary aspect of speaking ability. 62.50 % of students were classified less than enough in vocabulary aspect of speaking ability. 0, 00% of student was classified bad in vocabulary aspect of speaking ability.

It means, 62.50 % got the higher percentage in aspect vocabulary of speaking ability. The table indicates most of students have enough ability for vocabulary.

The average score of students' speaking ability in aspect vocabulary is:

$$MX = \frac{1770}{32}$$

$$MX = 55.31$$

The average percentage of this element is 55.31%. Because the average is between 40-55, it means that less than enough category.

TABLE IV. 20
THE ANALYSIS ON STUDENTS' FLUENCY

No	Classification		Frequency	Percentage
	Range %	Mastery Level		
1	76-100	Good	0	0.00 %
2	56-75	Enough	12	37.50 %
3	40-55	Less than enough	20	62.50 %
4	less than 40	Bad	0	0.00 %
Total			32	100 %

The table above shows that 0.00 % of student was classified good in fluency aspect of speaking ability. 37.50 % of students were classified enough in fluency aspect of speaking ability. 62.50 % of students were classified less than enough in fluency aspect of speaking ability. 0, 00% of student was classified bad in fluency aspect of speaking ability.

It means, 62.50 % got the higher percentage in aspect grammar of speaking ability. The table indicates most of students have enough ability for fluency.

The average score of students' speaking ability in aspect fluency is:

$$MX = \frac{1775}{32}$$

32
 MX= 55. 47

The average percentage of this element is 55. 47%. Because the average is between 40-55, it means that enough category.

TABLE IV. 21
THE ANALYSIS ON STUDENTS' COMPREHENSION

No	Classification		Frequency	Percentage
	Range %	Mastery Level		
1	76-100	Good	0	0 .00%
2	56-75	Enough	13	40.63 %
3	40-55	Less than enough	19	59.38 %
4	lass than 40	Bad	0	0.00 %
Total			32	100 %

The table above shows that 0.00% of student was classified good in comprehension aspect of speaking ability. 40.63 % of students were classified enough in comprehension aspect of speaking ability. 59.38 % of students were classified less than enough in comprehension aspect of speaking ability. 0, 00% of student was classified bed in fluency aspect of speaking ability.

It means, 59.38 % got the higher percentage in aspect comprehension of speaking ability. The table indicates most of students have enough ability for comprehension.

The average score of students' speaking ability in aspect comprehension is:

MX= 1770

$$MX = 55.31$$

The average percentage of this element is 55.31%. Because the average is between 40-55, it means that enough category.

TABLE IV. 22
THE ANALYSIS ON THE STUDENTS' ABILITY IN FIVE
ELEMENTS OF SPEAKING ABILITY (PRONUNCIATION,
VOCABULARY, GRAMMAR, FLUENCY,
AND COMPREHENSION)

No	Classification		Frequency	Percentage
	Range %	Mastery Level		
1	76-100	Good	0	0.00 %
2	56-75	Enough	16	50.00 %
3	40-55	Less than enough	16	50.00 %
4	less than 40	Bad	0	0.00 %
Total			32	100 %

The table above shows that 0.00% of student was classified good in five aspects of speaking ability. 50.00 % of students were classified enough in five aspects of speaking ability. 50.00 % of students were classified less than enough in five aspects of speaking ability. 0.00% of student was classified bad in five aspect of speaking ability.

It means, enough and less than enough got the same percentage that is fifty-fifty (50.00 %) in five aspects of speaking ability.

The mean score of students' speaking ability in five aspects is can be calculated as follows:

$$\sum M = \frac{M1 + M2 + M3 + M4 + M5}{5}$$

$$= \frac{54.06 + 55.31 + 54.69 + 55.47 + 55.31}{5}$$

$$= \frac{274.84}{5}$$

$$= 54.97$$

The average percentage of students' score is 54.97%. It means the students' ability in speaking at MAN Rambah Pasir Pengaraian, is classified enough. Because the average percentage is between 56-75%, it means the students' ability in speaking is enough category.

2. The factors that influence students' ability in speaking English

From the data that got from observation, there are some factors that influence students' ability in speaking English at the second year of MAN Rambah Pasir Pengaraian as follows:

TABLE IV. 23
ANALYSIS THE FACTORS THAT INFLUENCE STUDENTS' ABILITY
IN SPEAKING ENGLISH

No	A		B		C		Total	
	F	P	F	P	F	P	F	P
1	25	78,13%	7	21,88%	0	0%	32	100%
2	9	28,13%	16	50%	7	21,88%	32	100%

3	3	9,38%	15	46,88%	14	43,75%	32	100%
4	2	6,25%	14	43,75%	16	50%	32	100%
5	12	37,5%	14	43,75%	6	18.75%	32	100%
6	3	9,38%	21	65,62%	8	25%	32	100%
7	32	100%	0	0%	0	0%	32	100%
8	32	100%	0	0%	0	0%	32	100%
9	7	21,88%	20	62,50%	5	15,63%	32	100%
10	6	18,75%	10	31,25%	16	50%	32	100%

From the table above, the factors that influence students' ability in speaking English at the second year of MAN Rambah Pasir Pengaraian are internal and external factors:

1. Internal factors

- a. Many students seldom answer in English when they asked in English
- b. Many students seldom practice speaking English with their teacher and classmate in the classroom
- c. Many students never ask to their teacher when they have difficultness in speaking learning especially when they didn't know what their teacher said
- d. Many students seldom allocate their time to learn out side class
- e. Many students seldom add their vocabulary every day

2. External factors

- a. Many parent seldom give for students the chance to learn English
out side class
- b. Many parent never ask about their children's English subject

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Based on the result from the oral test in five aspects of speaking ability, the writer concluded that the students' ability in speaking in five aspects as follows:

1. The average of speaking ability in aspect pronunciation of students at the second year of MAN Rambah Pasir Pengaraian is 54 % which is located at the category less than enough (40-55 %).
2. The average of speaking ability in aspect vocabulary of students at the second year of MAN Rambah Pasir Pengaraian is 55 % which is located at the category less than enough (40-55 %).
3. The average of speaking ability in aspect grammar of students at the second year of MAN Rambah Pasir Pengaraian is 55 % which is located at the category less than enough (40-55 %).
4. The average of speaking ability in aspect fluency of students at the second year of MAN Rambah Pasir Pengaraian is 55 % which is located at the category less than enough (40-55 %).
5. The average of speaking ability in aspect comprehension of students at the second year of MAN Rambah Pasir Pengaraian is 55 % which is located at the category less than enough (40-55 %).

From the five aspect of speaking ability above, the average of speaking ability of students at the second year of MAN Rambah Pasir Pengaraian is less than enough because average level is 55 % which is located at the category less than enough (40-55 %).

Based on the data above, it can be said that most of the students are not able to express their idea to the listener. It is caused by the lack of their ability in grammar, vocabulary, understanding the meaning of the word, and pronouncing the word clearly. Besides, they are seldom to practice their speaking with their friend and teacher in the classroom.

Based on the students' answering to the questioner, the writer concludes there are some points that make the students of MAN Rambah Pasir Pengaraian not able to speak English. They are:

- a. Many students seldom answer in English when they asked in English
- b. Many students seldom practice speaking English with their teacher and classmate in the classroom
- c. Many students never ask to their teacher when they have difficultness in speaking learning especially when they didn't know what their teacher said
- d. Many students seldom allocate their time to learn out side class
- e. Many students seldom add their vocabulary every day
- f. Many parent seldom give for students the chance to learn English out side class
- g. Many parent never ask about their children's English subject

B. Suggestion

After conducting this research and explaining the speaking ability of the students, in this case, the writer would like to suggest or deliver several suggestions for the English teachers and the students as follows:

1. For the Teachers

In teaching English, the teacher should give opportunity to the students to practice their speaking. There are some steps that can be done by the teacher such as:

- a. The teacher always makes conversation for the students in the class.
- b. The teacher always asks to the students in English.
- c. The teacher asks to the students to answer in English when the teacher ask them in English.
- d. The teacher has to speak English at less in opening the subject every meeting.

2. For the Students

For all of students of MAN Rambah Pasir Pengaraian are hoped to improve your speaking ability. In this era, English is very important in our life.

To improve your English you must more practice because practices make you perfect and “practice is power”.

Some steps that you can do to improve your English are:

- a. Must be confident.
- b. Never be afraid to speak English.

- c. Never be afraid to make mistake.
- d. Always speak English with your friends.
- e. Ask your teacher when you have trouble in English.
- f. Practice the vocabulary that you know.
- g. More practice, because practice makes you perfect.

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APPENDIX A : SPEAKING TEST

APPENDIX B : QUESTIONER

APPENDIX C : THE STUDENTS' SCORE FOR THE TEST OF SPEAKING
ABILITY

CURRICULUM VITAE

CURRICULUM VITAE



SANUSI, Lahir pada tanggal 01 Februari 1985 di Janji Raja Desa Bangun Purba Kabupaten Rokan Hulu Provinsi Riau dari pasangan suami istri M. Yusuf dan Siti Hajar merupakan anak ke enam dari enam bersaudara.

Pendidikan formal SD 006 Rambah Kabupaten Rokan Hulu (1992–1998), dan meneruskan pendidikan ke Pondok Pesantren Daarun Nadha Thawalib Bangkinang (PP-DNTB) (1998–2005), pada tahun 2005 meneruskan pendidikan ke jenjang perguruan tinggi di Universitas Islam Negeri Sultan Syarif Kasim Riau-Pekanbaru pada Fakultas Tarbiyah dan Keguruan dengan Jurusan Pendidikan Bahasa Inggris (PBI) Strata S1.

Pada tahun 2010 telah dapat menyelesaikan tugas akhir untuk mendapatkan Gelar Sarjana Pendidikan (S.Pd.) dengan judul karya ilmiah *“Ability in Speaking English at the Second Year Students of MAN Rambah Pasir Pengaraian”* dengan Indeks Prestasi sangat memuaskan (3.09).

MOTTO, “*Membina Akhlaq Sejak Dini*”